

University of North Carolina at Pembroke

TEACHER EDUCATION PROGRAM



TEACHER INTERN HANDBOOK

FALL 2019 - SPRING 2020

UNC Pembroke Teacher Intern Handbook

Fall 2019 - Spring 2020

Foreword

To the Intern

Congratulations on reaching this important and exciting milestone in your professional career. The internship semester is the culminating experience of your teacher preparation program, providing you an extended period of time to apply the theoretical and practical knowledge gained during your pre-service program. It is your opportunity to demonstrate that you have the professional knowledge, skills, and dispositions to have a positive impact on all learners.

To the Clinical Teacher

The internship semester, a critical component of the Teacher Education Program, is the most challenging and rewarding period of a prospective teacher's career. We are grateful for your willingness to accept the responsibility for nurturing the continuing professional development of UNCP interns. Please accept the University's sincere appreciation for your commitment to the teaching profession. We look forward to working with you in this collaborative effort.

To the University Supervisor

Serving as liaison between the public schools and the University is critically important to the overall success of the internship experience. Your knowledge, background, and practical experiences will enhance the quality and growth of the teacher intern. Your willingness to serve in this capacity is greatly appreciated by everyone.

The University of North Carolina at Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race/ethnicity, national origin, religion, sex, age, or disability.

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SECTION 1

TEACHER EDUCATION PROGRAM OVERVIEW

Preparing professional educators who are committed, collaborative, and competent



Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity in an ever-changing global environment, and by caring for the personal, social, and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

The Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent, caring, and inclusive communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them actively to influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

As part of the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience, and to graduate students prepared for global citizenship and our multi-ethnic regional society, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse

- populations; and
4. provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the mission of public education.

Commitment

Public schools exist to make equal access a reality for children of any race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democracy. Therefore, professional educators--classroom teachers, specialists, administrators, and school counselors--significantly influence the shape of that future for P-12 learners in our public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public education** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities, and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to rigorous standards for students**. Professional educators believe that all students can learn, and set high expectations for all learners. Professional educators create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to rigorous standards for themselves**. They are personally invested in their professional work using continuous critical reflection to assess their effectiveness and guide professional development. They are committed to lifelong learning and continuous growth over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders, and advocate for the profession in all interactions. They affiliate with professional organizations at the district, state, and national levels.

Collaboration

Public education is a complex social institution whose stakeholders include local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of these stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration for public schools' success, and who work productively with others in collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They create shared knowledge, work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must **collaborate with other professionals in the school community**. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, and curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for school improvement. Professional educators **collaborate with students' families** and other caregivers. They understand that the partnership between school and home enables the child's success in school. They communicate regularly with parents about what is going on in the school, and invite them to participate actively in the school community. Professional **educators collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support educational initiatives for the benefit of P-12 learners.

Competence

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators promote **positive learning outcomes for all students**. Understanding the critical connections among theory, research, and practice, they ground their work in a defensible, well-developed **conceptual framework** grounded in relevant theory, research, and evidence-based practice. A competent professional educator is a reflective professional educator: such educators routinely use **critical, evidence-based self-reflection** to learn from direct experience, and continuously to improve their effectiveness. Specifically, professional educators reflect on their practice, thinking systematically and critically about student learning to determine why learning happens and what can be done to improve student achievement. Toward this end, they collect and analyze student performance data to implement practice-related changes both to improve their teaching effectiveness and to enhance student achievement, and adapt their practice based on classroom-based data and relevant research to meet students' needs. They secure and use **21st-century technologies and skills** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They value the **role of the family in the child's education** and work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide **leadership** wherever it is needed; they are always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the NC State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the UNC system. NC State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the Council for the Accreditation of Educator Preparation (CAEP), and the Council for Accreditation of Counseling & Related Educational Programs (CACREP), external accreditation agencies.

In summary, UNC Pembroke prepares *committed, collaborative, and competent* professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who lead in the classroom, school, and profession.

North Carolina Professional Teaching Standards

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

~mission of the NC State Board of Education, August 2006

In 2006, North Carolina State Board of Education Chairman Howard Lee charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for Teaching Profession (1997) with the newly adopted mission. To that end, commission members and 16 practicing educators from across the state considered what teachers needed to know and be able to do in 21st Century schools. The resulting document was the North Carolina Professional Teaching Standards.

The five Standards are: **Teachers Demonstrate Leadership, Teachers Establish a Respectful Environment for a Diverse Population of Students, Teachers Know the Content They Teach, Teachers Facilitate Learning for Their Students, and Teachers Reflect on Their Practice.**

Standard 1: Teachers Demonstrate Leadership

- a. Teachers lead in their classrooms.
- b. Teachers demonstrate leadership in the school.
- c. Teachers lead the teaching profession.
- d. Teachers advocate for schools and students.
- e. Teachers demonstrate high ethical standards.

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

- a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Teachers embrace diversity in the school community and in the world.
- c. Teachers treat students as individuals.
- d. Teachers adapt their teaching for the benefit of students with special needs.
- e. Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard 3: Teachers Know the Content They Teach

- a. Teachers align their instruction with the *North Carolina Standard Course of Study*.
- b. Teachers know the content appropriate to their teaching specialty.
- c. Teachers recognize the interconnectedness of content areas/disciplines.
- d. Teachers make instruction relevant to students.

Standard 4: Teachers Facilitate Learning for Their Students

- a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- b. Teachers plan instruction appropriate for their students.
- c. Teachers use a variety of instructional methods.
- d. Teachers integrate and utilize technology in their instruction.
- e. Teachers help students develop critical thinking and problem-solving skills.
- f. Teachers help students work in teams and develop leadership qualities.
- g. Teachers communicate effectively.
- h. Teachers use a variety of methods to assess what each student has learned.

Standard 5: Teachers Reflect on Their Practice

- a. Teachers analyze student learning.
- b. Teachers link professional growth to their professional goals.
- c. Teachers function effectively in a complex, dynamic environment.

Assessing Readiness for Transition into Full-Time Teaching

The system for evaluating teacher candidate performance employs multiple assessment measures generated from multiple points of view through multiple instruments and strategies at multiple points in the teacher candidate's progression through the teacher education program. Program coordinators, advisors, faculty, and clinical teachers monitor teacher candidate progress continuously. Action plans are developed for teacher candidates whose performance at any point in the program is not meeting expectations [see Section 4 for full description of candidate assessment].

Assessing Teacher Education Program Effectiveness

The Teacher Education Program is accountable for the quality of the teachers prepared. Areas of weakness in the performance of teachers graduating from our programs may reflect areas of weakness in the program, as well as weaknesses related to deficiencies in an individual's performance. Thus, all aspects of the Teacher Education Program and its operations are subject to systematic, regular review for the purpose of improving the quality of the program and thereby the preparation of teachers. Policies, procedures, assessment instruments, and administration and reporting guidelines are delineated in a written, comprehensive evaluation plan. The results of all assessments are presented to the Teacher Education Committee for action, assuring that the information is used for program improvement. A full description of the plan is presented in the *Teacher Education Program Evaluation Manual*, available for public review upon request (see Dean, School of Education).

Programs Offered in Teacher Education

The University of North Carolina at Pembroke offers the following programs leading to Standard Professional 1 (SP1) teaching licensure by the North Carolina State Department of Public Instruction.

Birth-Kindergarten (B-K)

Elementary Education (K-6)

Middle Grades Education (6-9)

with concentrations in:

Language Arts

Mathematics

Science

Social Studies

Secondary Education (9-12)

English

Mathematics

Science

Social Studies

Special Subject Areas (K-12)

Art

Music

Physical Education

Spanish Education

Special Education - General Curriculum

Master of Arts in Teaching

with specializations in:

Art Education

Elementary Education

Middle Grades Education

Music Education

Physical Education

Secondary English Education

Secondary Mathematics Education

Secondary Science Education

Secondary Social Studies Education

Collaborative Effort

The University of North Carolina at Pembroke appreciates the cooperation and support of the teachers, principals, central office staff, and superintendents of the public schools participating in the internship program. The development of effective professionals for the public schools can only be successful through the collaborative efforts of the public schools and the University.

The University of North Carolina at Pembroke maintains written field partnership experience agreements with the following Local Education Agencies (LEAs):

1. Anson County Schools
2. Bladen County Schools
3. Columbus County Schools
4. Cumberland County Schools
5. Fort Bragg Schools
6. Harnett County Schools
7. Hoke County Schools
8. Lee County Schools

9. Montgomery County Schools
10. Moore County Schools
11. Public Schools of Robeson County
12. Richmond County Schools
13. Scotland County Schools
14. Whiteville City Schools

These written agreements detail the procedures for the placement of interns and the selection of clinical teachers, the roles and responsibilities of The University of North Carolina at Pembroke and the administrative units, the evaluation processes used, and the procedures to be followed in terminating and/or altering a placement.

The Professional Year: Enrollment in the Professional Semester

The professional year is a two-semester sequence, which occurs during the senior year. The first semester of the professional year includes advanced methods courses, and related field experience requirements. Whenever possible, students are placed for pre-internship field experiences with the clinical teacher who will supervise their internship during the professional semester. Teacher candidates should attempt to schedule other classes to permit their spending a morning and/or afternoon block of time in the school to which they are assigned.

Enrollment in the professional semester is the culminating experience of the UNCP undergraduate Teacher Education Program. To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the professional semester, each candidate must:

1. Be formally admitted to the Teacher Education Program one full semester prior to the professional semester.
2. Have not more than six (6) hours remaining of degree requirements at the beginning of the professional semester, excluding those required in the professional semester.
3. The remaining hours shall not include professional studies core or content pedagogy courses. If the remaining hours include essential standards courses, the courses must be approved by the Program Coordinator and the Dean of the School of Education.
4. Upon approval by the Program Coordinator and the Dean of the School of Education, the remaining hours taken during the professional semester must be scheduled at the conclusion of the school day, online or during weekends.
5. Have an overall quality point average of 2.7 (on a 4.0 scale) or better as well as a 2.7 or better in the candidate's major field of study.

Two semesters prior to the internship, each candidate must complete the professional semester enrollment packet, including but not limited to the following items:

1. *The Application for the Professional Semester*
2. *Advisor's Recommendation for Professional Semester* form signed by the candidate's advisor and Program Coordinator
3. A resume
4. Family Educational Rights and Privacy Act (FERPA) form
5. Copy of health insurance card

At least one semester prior to the internship, the candidate must submit a *North Carolina Public School Health Examination Certificate*

Candidates with disabilities who may require special accommodations during the professional semester should contact the Director of University-School Partnerships and Clinical Practice.

Student internship placements are cooperatively arranged by the Director of University-School Partnerships and Clinical Practice and the contact persons in the local school systems/charter schools with which The University of North Carolina at Pembroke has written agreements. Prior to UNCP's forwarding placement requests to area systems, programs coordinators have the opportunity for input as to the grade level(s), school(s), and teacher(s) requested. Student interns may **not** be placed in a school that he/she attended, in which he/she has been employed, in which a relative is employed, or in which a relative is enrolled.

Candidates will receive written notification from the Director of University-School Partnerships and Clinical Practice regarding their internship placement. A candidate is not officially enrolled in the professional semester until such notification is made and all University registration procedures are completed.

Structure of the Professional Semester

The internship program is designed to parallel as closely as possible the actual teaching situation but with supervision, guidance, and help from the clinical teacher, other school officials, and UNCP faculty. In addition to teaching responsibilities, the intern is expected to assume the non-teaching duties of his/her clinical teacher such as lunch duty, hall duty, and bus duty, as well as activities designed to foster school/community relationships such as PTO/PTA meetings, open houses, and festivals.

To be eligible for licensure, the intern must assume the full teaching load for the minimum number of weeks as prescribed in Format A, B, C, or D in the next section. Teaching loads are determined by policies set by both the Local Education Agency (LEA) and each school.

Format A

Art Education

During the internship, at least four on-site observations must be made by the University Supervisor.

Format A consists of two placements in a public school setting. The first placement is ten weeks at one level and the second placement is six weeks at a higher or lower level.

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| Week 1: | The intern reports to the assigned school. During this week, the intern should become acquainted with the policies and procedures of the school, observe the Clinical Teacher, become familiar with the textbooks and other teaching materials, learn the names of the students, and assist with teaching. |
| Week 2: | The intern should begin assuming the teaching load and continue to observe and assist. |
| Week 3: | The intern assumes more of the teaching load and continues to observe and assist. |
| Weeks 4-9: | The intern assumes a <u>FULL</u> teaching load. |
| Week 10: | (<i>transition week</i>) During this week, the intern will begin to drop classes and responsibility in an order which will smooth transition back to the Clinical Teacher. |
| Weeks 11-15: | The intern assumes second placement responsibilities. |

Format B

Birth-Kindergarten Education, Elementary Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, Spanish Education, Special Education, MAT

During the internship, at least four on-site observations must be made by the University Supervisor. Elementary Education interns must teach all academic disciplines. Mathematics and Science Education interns must teach in at least two different sub-disciplines. Middle Grades Education interns must teach in each area of concentration.

Format B consists of a full-semester, comprehensive placement in a public school setting.

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| Week 1: | The intern reports to the assigned school. During this week, the intern should become acquainted with the policies and procedures of the school, observe the Clinical Teacher, become familiar with the textbooks and other teaching materials, learn the names of the students, and assist with teaching. |
| Week 2: | During this week, the intern should begin assuming the teaching load. Observation and assisting should be taking place during the time the intern is not teaching. |
| Week 3: | The intern continues to assume the teaching load. Observation and assisting should be taking place during the time the intern is not teaching. |
| Weeks 4-13: | The intern assumes a <u>FULL</u> teaching load. |
| Weeks 14-15: | (<i>transition week</i>) During the next two weeks, the intern will begin to drop classes and responsibility in an order, which will smooth transition back to the Clinical Teacher. |
| Week 16: | During this week, the intern is encouraged to experience other grade levels and teachers to |

enhance awareness of diversity among school cultures and methodology.

Format C

Social Studies Education, Secondary English Education, Science Education

During the internship, at least four on-site observations must be made by the University Supervisor.

Format C consists of a full semester placement in a public school setting.

- Weeks 1-2: During the first 2 weeks, interns will spend full days in the school with their Clinical Teacher. Interns will become acclimated to the school, classroom, and students with whom they will be working. During this period, interns are expected to do the following:
1. Observe students intently in the classroom and consult with their Clinical Teacher(s) to understand the demographics of the student population they will be teaching, the community, and school culture as it relates to the classroom, school/classroom policies, and other aspects of the classroom context. The results of this study will be included in the student's candidate work sample.
 2. Teach three different isolated lessons to a class or classes during the first two weeks, as it is deemed appropriate and helpful by the Clinical Teacher(s). These do not need to involve entire class session: they can be focused times (like mini-lessons) that are part of class sessions that are conducted by the Clinical Teacher(s). The intern will complete a lesson plan for each isolated lesson and write an evaluation of the lesson. The evaluation will include a brief overview of the class personality, a self-evaluation, and two management strategies that the intern may implement when assuming teaching responsibilities for the class.
 3. Review student work by helping in the evaluation of writing assignments, scoring tests and quizzes, circulating to help groups of students during group work in the classroom, etc.
 4. Consult with the Clinical Teacher(s) to decide on and begin development of the edTPA Learning Segment.
 5. Design a year plan for each class taught that will be used to help plan classes during the teacher internship.
- Week 3: During this week, the intern will be assuming teaching responsibilities by beginning to teach one class. Observations and assisting should take place during the time when the intern is not teaching.
- Weeks 4-5: The intern continues to assume the teaching load by acquiring another class. Observation and assisting should be taking place during the time the intern is not teaching.
- Weeks 6-13: The intern assumes FULL teaching load
- Week 14: (*transition week*) During this week the intern begins to decrease the teaching load, with observations and assisting taking place during the time the intern is not teaching. The intern will be responsible for teaching two classes.
- Week 15: (*transition week*) During this week the intern continues to decrease the teaching load, with observations and assisting taking place during the time the intern is not teaching. The intern will be responsible for teaching one class.
- Week 16: (*observation week*) When the intern is not on campus for teaching seminars, he/she is responsible to their Clinical Teacher(s) for various assignments and observations in the school.

The Roles and Responsibilities of the Intern

The internship semester is the culminating experience of the teacher preparation program, providing the intern with an extended period of time to apply the theoretical and practical knowledge gained during the pre-service program. During the internship semester, the intern is expected to:

1. exemplify the attitudes and actions of an effective professional;
2. demonstrate punctuality in all school and related activities;
3. follow the same daily schedule and holidays as the school personnel;
4. report to school on teacher workdays;
5. adhere to all school regulations and policies and to local standards of behavior;
6. plan all work and submit plans to both the Clinical Teacher and the University Supervisor at least one week in advance;
7. prepare materials needed in lessons and have these ready at the start of the lesson;
8. safeguard all personal and confidential information concerning students and use it only for professional purposes;
9. participate in continuous self-reflection and self-improvement by conferencing with the Clinical Teacher and submitting written reflections to the University Supervisor;
10. concentrate energy and effort on the internship experience (employment during the internship is strongly discouraged); and
11. align professional conduct with the NC State Board of Education Code of Ethics (see Appendices).

The Roles and Responsibilities of the Clinical Teacher

The clinical teacher assumes an important role in the preparation of prospective teachers. S/he is in a strategic position to critically influence the ideals and outlook of an intern who will soon enter the ranks of the teaching profession. As the internship occurs at the end of the professional program, the clinical teacher may exert the last professional influence on the student before entry into the profession. The clinical teacher should:

1. attend and participate in training offered by UNCP;
2. model effective instructional practices and professional ways of thinking about teaching and learning for the intern;
3. commit time and energy to nurturing all aspects of the intern's professional development;
4. make the intern feel welcome by introducing him/her to the school staff and students, and by providing him/her a desk/work space in the classroom and copies of the textbooks;
5. acquaint the intern with the resources available for use in the instructional program;
6. acquaint the intern with class, school, and system policies, procedures, and routines;
7. allow the intern to assume increasing responsibility for class instruction, ensuring that he/she assumes full responsibility for the minimum number of weeks included in the "Structure of the Professional Semester" section of this Handbook;
8. conduct short-term and long-term planning conferences with the intern on a weekly basis;
9. observe the intern regularly and provide focused observation feedback;
10. conduct reflecting conferences with the intern on a weekly basis; help the intern learn from his/her experiences;
11. assist the intern in realistically assessing his/her own performance;
12. collaborate with the University Supervisor to monitor the intern's progress;
13. allow the intern the flexibility (within appropriate limits) to develop his/her own teaching style;
14. involve the intern in school activities and extra classroom duties as appropriate;
15. complete the Certification of Teaching Capacity (Midpoint) with the University Supervisor and conduct a midpoint conference with the intern;
16. complete the Certification of Teaching Capacity (Final); and
17. complete the *Clinical Teacher's Evaluation of University Supervisor* (see Appendices).

Honorarium

In appreciation for services rendered by the public schools, and in accordance with the policies and procedures

established by the General Administration of The University of North Carolina for its constituent institutions (effective July 1, 1977), school systems receive an honorarium for the designated clinical teacher of each intern. Honoraria are disbursed according to the policies and procedures established by each administrative unit of the public schools. The honoraria are issued at the conclusion of the internship semester.

The Roles and Responsibilities of the School Principal

As instructional leader of the school, the principal plays an important role in the internship experience. The principal should:

1. assist in the selection of competent, qualified Clinical Teachers;
2. interpret the internship program to the community and school faculty;
3. assist in introducing the intern to the school and the community;
4. assist the Clinical Teacher in securing textbooks and other instructional materials, a work/study area, and supplies for the intern;
5. observe the intern and assist informally in the evaluation of progress;
6. provide adequate time for conferences between the Clinical Teacher and intern;
7. ensure that the intern's teaching assignment satisfies NCDPI mandates;
8. ensure that the intern is never used as a substitute teacher in the absence of the Clinical Teacher; and
9. work closely with the University Supervisor to assure that the intern's experience is beneficial to the students.

The Roles and Responsibilities of the University Supervisor

The University Supervisor plays a vital role in the success of the internship experience by serving as the liaison between the public schools and the University. In this capacity the University Supervisor assists with the preparation, supervision and evaluation of the intern. The University Supervisor is expected to:

1. attend and participate in training sessions offered by Director of University-School Partnerships and Clinical Practice;
2. assist the Director of University-School Partnerships and Clinical Practice in conducting the orientation session for Clinical Teachers;
3. provide the Clinical Teacher and school principal with information about interns and internship policies, procedures, and expectations;
4. define expectations for the intern prior to the beginning of the internship;
5. collaborate with the Clinical Teacher, program coordinator, and principal to plan the intern's teaching assignment and schedule;
6. observe the intern in the classroom as prescribed in the respective program area format and submit the observations through Taskstream;
7. provide feedback on lesson plans, weekly reflections, and edTPA;
8. submit the required copies of observation records to the Office of University-School Partnerships and Clinical Practice by the last day of regular university classes;
9. conduct planning and reflection conferences with the intern and Clinical Teacher during the on-site visits;
10. assist the Clinical Teacher in guiding the intern in interpreting experiences in light of sound educational theory and practice;
11. complete the midpoint evaluation, schedule a conference with the Clinical Teacher and the intern; following the conference submit one evaluation in Taskstream; the submission is expected to be a consensus between Supervisor, Teacher, and Intern; submit a hard copy of the midpoint evaluation to the USPCP office with required signatures;
12. complete the Teacher Candidate Evaluation Rubric (Final), schedule a conference with the Clinical Teacher and the intern; following the conference submit one evaluation in Taskstream; the submission is expected to be a consensus between Supervisor, Teacher, and Intern; submit a hardcopy of final evaluation to the USPCP office with all required signatures for licensure;
13. complete the University Supervisor's Evaluation of Clinical Teacher (see Appendix);

The Roles and Responsibilities of the Director of University-School Partnerships and Clinical Practice

The Director of University-School Partnerships and Clinical Practice is responsible for coordinating internship resources. Specifically, the Director of University-School Partnerships and Clinical Practice:

1. reviews applications for the internship semester and notifies students of eligibility for the clinical internship;
2. collates program coordinator recommendations for intern placement and forwards requests to the LEA;
3. confirms site placements for interns and University Supervisors;
4. monitors all internship experiences;
5. conducts on-site visits of interns as requested by the school system and/or University Supervisor;
6. conducts orientation sessions for Clinical Teachers and interns;
7. conducts training sessions for Clinical Teachers and University Supervisors beyond the orientation;
8. coordinates the internship seminars;
9. establishes the internship calendar;
10. maintains all internship records, including enrollment, continuation, and exit;
11. revises the internship handbook and evaluation forms to reflect changes in policy and procedure as determined by the UNCP Teacher Education Committee;
12. notifies the school system contact person and Clinical Teacher of an intern's withdrawal;
13. works cooperatively with the school system to change or terminate a placement;
13. maintains positive working relationships with UNCP partnership schools; and
14. fosters collaboration with the public schools.

SECTION 2

STATE AND UNIVERSITY POLICIES GOVERNING THE PROFESSIONAL SEMESTER

Legal Status of the Intern

The University of North Carolina at Pembroke's teacher interns, along with the clinical teachers in the clinical schools, performs under the laws of North Carolina. Additional local school board regulations, which may exist, have the power of law as long as they do not conflict with state laws.

It is important to remember that the full and final legal responsibility for the guidance of the students in the school remains with the clinical teacher during the entire time that the teacher intern is working in the school. The teacher intern is assigned certain responsibilities and duties temporarily, but at all times the clinical teacher should be informed thoroughly of the progress of the class.

Professional Liability

Public school personnel are responsible for the protection of students while they are under their supervision. Therefore, appropriate precautions must be taken to insure the safety and well-being of all students. When an accident or injury occurs to a student, the teacher or teacher intern needs to be aware of her/his responsibility. Student interns are required to maintain professional liability insurance. Several professional organizations offer coverage. For additional information, contact the program coordinator/director or the Office of University-School Partnerships and Clinical Practice.

Laws that Govern the Internship

The Public School Laws of North Carolina, enacted by the North Carolina General Assembly and subject to related laws and court interpretation, provide for the following:

G.S. 115C-307 Duties of Teachers

G. S. 115C-307(a) To Maintain Order and Discipline.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence in school and students suspended or expelled from school as required to be reported in accordance with State Board policies.

G. S. 115C-307 (b) To Provide for General Well-Being of Students.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.

G. S. 115C-307 (c) To Provide Some Medical Care to Students.

It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given such authority by the board of education or its designee to provide medical care to students as provided in G.S. 115C-375.1.

G. S. 115C-307 (d) To Teach the Students.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music.

G. S. 115C-307 (e) To Enter into the Superintendent's Plans for Professional Growth.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to enter actively into the plans of the superintendent for the professional growth of the teachers.

G. S. 115C-307 (f) To Discourage Nonattendance.

Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the school social worker in accordance with rules promulgated by the State Board of Education.

G. S. 115C-307 (g) To Make Required Reports.

A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher's pay until the required monthly and annual reports are made.

The superintendent may require a teacher to make reports to the principal.

A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the foregoing, a local board may require information available on its student information management system or require the same information twice if the local board can demonstrate a compelling need and can demonstrate there is not a more expeditious manner of getting the information.

Any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.

G. S. 115C-307 (h) To Take Care of School Buildings.

It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property, in accordance with the provisions of G.S. 115C-523.

G.S. 115C-309(a) Student teacher and student teaching defined.

A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student teach under the direction and supervision of a regularly employed and certified* teacher. Student teaching may include those duties granted to a teacher by G. S. 115C-307 and any other part of the school program for which either the supervising teacher or the principal is responsible.

G.S. 115C-309(b) Legal Protection.

A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

G.S. 115C-309(c) Assignment of duties.

It shall be the responsibility of the supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching.

* The NC Department of Public Instruction uses the terms “license, licensed, and licensure,” instead of “certificate, certified, and certification.”

Lesson Plans

One of the most important components of the internship experience is learning how to plan effective instruction for all learners. Interns are responsible in two ways for lesson plan documentation. First, the University Supervisor will specify the format, frequency, and due date for the lessons interns develop. Second, interns are accountable to the school and /or school district for aligning with their procedures and policies. All interns must complete written reflections throughout the internship to be submitted to the University Supervisor. The University Supervisor and/or Program Coordinator will determine the format of the written reflections and the frequency in which they must be completed. At a minimum, these reflections must address the intern’s classroom management strategies and techniques and the impact of the intern’s teaching on the attainment of stated learning outcomes by their students (see Appendices).

Campus Seminars

Interns are required to attend all events listed on the Internship Calendar. **Failure to attend a scheduled event will result in an extension of the internship placement.** Interns are expected to make appropriate preparations and to remind their clinical teacher at least one week in advance of upcoming commitments.

Absences, Substitutions, Workday, and Professional Attire

Absences: With the exception of scheduled events on the Internship Calendar, teacher interns are expected to be in attendance each day of the experience. No more than two days for illness, death in the family or other extreme EMERGENCIES are allowed. Absences in excess of two days must be made up before credit is received for teacher internship. The intern is expected to be in attendance on all teacher workdays, including optional workdays (even if the Clinical Teacher is on leave). If travel or road conditions are unsafe, the intern is expected to not attempt to drive. In all such cases, the intern is expected to use good professional judgment and to notify the school, Clinical Teacher, University Supervisor, and Director of University-School Partnerships and Clinical Practice.

The intern is expected to develop a written communication plan with the Clinical Teacher during the first week of the internship. This plan should include, at a minimum: contact information for the intern and Clinical Teacher, preferred contact method (email, text, phone call) for both, and agreed-upon procedures for contact.

The UNCP Absentee Form with all signatures (including the University Supervisor) must be submitted no later than two weeks after each absence. **Appropriate action will be taken when the intern fails to follow established procedures as outlined, involving either full-day or partial-day absences. Excessive absences may result in an extension or failure of the internship.**

Steps for Interns to Follow When Absent for Emergencies:

1. Use the preferred method to contact the Clinical Teacher prior to 7:00 a.m.
2. Send all lesson plans and materials to the teacher with directions.
3. Contact the internship school's front office.
4. Text or email the University Supervisor.
5. Email the Director of University-School Partnerships and Clinical Practice.

The intern has two weeks from the date(s) of absence to secure all signatures and submit the final copy of the UNCP Absentee Form with all required signatures to the Office of University-School Partnerships and Clinical Practice. It is the responsibility of the teacher intern to accurately document all absences and submit all paperwork to the Office of University-School Partnerships and Clinical Practice.

Substitute Teacher: UNCP School of Education does not allow the use of teacher interns as substitutes.

Optional Workdays: The teacher intern should be in attendance on all teacher workdays, including optional workdays (even if the clinical teacher is on leave). If travel or road conditions are unsafe, the intern should not attempt to drive. In all such cases, the intern is expected to use good professional judgment and to notify the school, the University Supervisor, and the Director of University-School Partnerships and Clinical Practice.

Attire: There are considerable differences between the accepted patterns of professional attire in the public school and the patterns exhibited on the university campus. Interns should be aware that their appearance is critically important during their professional semester. **Interns are expected to dress appropriately in keeping with the professional standards and with the requirements of the school. Interns are expected to wear professional attire to all scheduled internship seminars.**

All interns must dress appropriately. The UNCP Teacher Education Program dress code represents the minimum standards and expectations for professional dress and appearance for all school visits; all candidates must adhere to these standards plus any additional school restrictions.

Appropriate attire includes dress slacks (not tight), skirts (not short or tight), dresses, dress shirts, polo shirts, blouses, sweaters, jackets, and ties (especially at the secondary level). Teachers are on their feet all day; so interns should wear sensible shoes appropriate to the activities in the classroom. For physical education classes, they may wear nice warm-up suits. Students assigned to high schools should realize their dress distinguishes them as professionals rather than pupils in the school.

Examples of appropriate attire:

- The midriff (middle of the body) is fully covered.
- Pants/skirts fit so that underwear lines are not visible.
- Shoulders are covered; muscle shirts, tank tops, or spaghetti straps are covered by another garment at all times.
- Cleavage/chest is covered at all times.
- Undergarments are worn and fully covered at all times.
- Distracting piercings are removed.
- Inappropriate tattoos are fully covered with bandages or makeup.
- Clothing does not promote alcohol, tobacco, and controlled substances nor display profanity or sexual words or symbols.
- Leggings are covered with a top/dress of mid-thigh length or longer

Interns should test **outfits in front of a mirror**. Can you bend over without revealing that which should remain private? If you would consider wearing an outfit when going to a club with friends in the evening, you should not consider wearing it to school.

Modifications: Interns are expected to participate in a school's theme days; i. e. , Sock it to Drugs, Team Day, School Spirit Day, Favorite Book Character Day, etc., as long as all other rules are followed. Appropriate casual dress may be worn for workdays and field trips. Interns can request reasonable accommodations from the appropriate clinical teacher/school administrator for a waiver of a particular part of the policy for a sincerely held religious belief, cultural heritage, or medical reason.

Everything an intern does as a pre-service teacher affects how they are perceived by the people around them. These perceptions may affect the opportunities they are offered now and the ability to get a teaching job in the not very distant future. Principals often comment that they have ruled out some otherwise qualified candidates because they did not have a professional appearance. College students may generally dress to draw attention to themselves; in the classroom, that's the wrong move. Think "business casual" when dressing for teaching.

Removal from an Internship Placement

Change of Placement/Voluntary Withdrawal/Unprofessional Conduct and/or Extension

When all reasonable attempts to rectify an unsatisfactory situation fail, the following options may be considered:

- ☐ Change of placement
- ☐ Voluntary withdrawal (grade of "W")
- ☐ Failure of internship (grade of "F") or involuntary withdrawal (grade of "W")
- ☐ Extension of placement (grade of "I")

The Dean of the School of Education selects an appropriate resolution in consultation with the vested parties to include, but not limited to: public school representative(s) from the host school district, the intern's Program Coordinator, the University Supervisor, the Director of University-School Partnerships and Clinical Practice, and the intern. The vested parties may recommend the assignment of "Withdrawal", "Fail", or "Incomplete" for the internship semester to the professor of record for (a) change of placement, (b) failure or involuntary withdrawal or (c) extension of placement. A Change/Extension of Placement Request or a Termination of Internship Request form is required for each instance (see Appendix).

The University is in no way obligated to support or accommodate an intern whose conduct violates professional ethics or codes of conduct as defined by the Code of Ethics for NC Educators and the Teacher Education Program Candidate Standards.

Change of Placement. Occasionally a specific placement is found to be unsuitable for the teacher intern's success. It is important to allow sufficient time to determine if this is in fact the case. If factors indicate that a teacher intern requires a change in placement, the University Supervisor will consult with the Director of University-School Partnerships and Clinical Practice to determine if a move is appropriate. Factors to be considered in a change of placement decision include but are not limited to potential success at another school or with another Clinical Teacher.

- ☐ The intern will be officially notified of the change of placement by the University Supervisor and Director of University-School Partnerships and Clinical Practice.
- ☐ The intern will promptly return all borrowed materials to the Clinical Teacher and assigned school.
- ☐ The intern will be assigned to another school through the Office of University-School Partnerships and Clinical Practice for that or the subsequent semester, as appropriate.

Extension of Placement. If it is documented that a teacher intern needs additional time for a successful teaching experience as determined by the Clinical Teacher, University Supervisor, Program Coordinator, and Director of the University-School Partnerships and Clinical Practice, the Director of the University-School Partnerships and Clinical Practice will develop an action plan for the teacher intern with input from the Clinical Teacher, University Supervisor, and Program Coordinator. The plan will include specific goals that address all areas of concern and a time frame for

correcting these areas. If another placement is required, an action plan will reflect these restrictions. The student will receive a grade of “Incomplete” (I) and must delay graduation for one additional semester to satisfactorily complete the goals of the action plan. If the goals are not completed in the following semester, the student will receive a grade of “Fail” (F).

Voluntary Withdrawal. Student interns have the right to withdraw from teacher internship during the semester until the last withdrawal date stated in the catalog. In the case of voluntary withdrawal, the intern will:

- notify the Clinical Teacher, University Supervisor, Program Coordinator, and Director of University-School Partnerships and Clinical Practice of the intent to withdraw,
- make an appointment and participate in an exit interview with the Director of University-School Partnerships and Clinical Practice,
- withdraw from the professional internship course according to UNCP registrar’s procedures with tuition refund, if any, determined by the Registrar,
- immediately return all borrowed materials to the Clinical Teacher and assigned school and,
- reapply through the standard application process for subsequent teacher internship placement if appropriate.

Failure of Internship or Involuntary Withdrawal: Unprofessional Conduct and/or Unsatisfactory

Performance. After consulting with the University Supervisor, the Clinical Teacher, and the Director of University-School Partnerships and Clinical Practice, a teacher intern who does not demonstrate professional conduct and/or satisfactory progress and performance may be subject to the following actions:

- The University Supervisor and Director of University-School Partnerships and Clinical Practice will develop an action plan for the teacher intern with input from the Clinical Teacher and Program Coordinator. The plan will include specific goals that address all areas of concern. The plan will specify a time frame for correcting these areas. If another placement is required, an action plan will reflect these restrictions. If the goals set in the action plan cannot be completed within that semester as determined by the University Supervisor and Director of University-School Partnerships and Clinical Practice, an extension of placement may be required.
- The professor of record may withdraw the teacher intern from the teacher internship course with a grade of “Incomplete” (I) and the teacher intern shall complete the teacher internship course the following academic semester. This option is subject to approval by the Dean of the School of Education, University Supervisor, Clinical Teacher, Program Coordinator and Director University-School Partnerships and Clinical Practice.
- The professor of record may withdraw the teacher intern with a grade of “Withdrawal” (W). If a student desires to complete the course subsequently, the teacher intern will be required to submit an application to the Teacher Education Appeals Committee for approval for readmission for the professional semester for the teacher internship course.
- The professor of record may issue the grade of “Fail” (F) to the teacher intern for the internship course. If a student desires to complete the course subsequently, the teacher intern will be required to submit an application to the Teacher Education Appeals Committee for approval for readmission for the professional semester for the teacher internship course.

Policy for Readmission to the Internship. Students removed involuntarily from the internship or those who receive a grade of “F” or “W” will not be allowed to repeat an internship except for unusual circumstances. The intern may appeal a removal decision. For more information, see the “Due Process” section.

Due Process Procedures for Undergraduate Students

The due process procedures for undergraduate students are delineated in the *Teacher Education Policy Manual*. An excerpt from that manual follows.

Any student whose entrance to, continuation in, or exit from the Teacher Education Program is denied based on policies established by the Teacher Education Committee has the right to appeal the denial. The Dean of the School of Education will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial, the student wishing to appeal should submit a written request for appeal to the Dean of the School of Education. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within 10 working days, it will not be considered. Once the appeal is received, it will be forwarded to the chair of the Teacher Education Committee Hearing Appeals Board. The chair will schedule a meeting of the Hearing Appeals Board and notify the student of the date, time, and location of the meeting. The student will be provided the opportunity to appear before the

Hearing Appeals Board to present his/her appeal. The chair of the Hearing Appeals Board will inform the Dean of the School of Education of the Board's decisions. The Dean of the School of Education will notify the student of the decision.

If the student is not satisfied with the decision of the Hearing Appeals Boards, he/she may present his/her appeal to the Teacher Education Committee at its next regularly scheduled meeting. To appear before the Teacher Education Committee, the student must provide the Dean of the School of Education with a written request to do so within 10 working days of receipt of the decision of the Hearing Appeals Board. The decision of the Teacher Education Committee will be final.

SECTION 3

PORTFOLIO REQUIREMENTS

Teacher Education Program Requirements

The following paragraphs describe requirements for candidates in undergraduate initial teacher licensure programs. Some of the same requirements apply to candidates in the Master of Arts in Teaching Program (see M.A.T. Handbook).

1. e-Portfolio

The UNCP Teacher Education Program is structured around the five North Carolina Professional Teaching Standards that teacher candidates are expected to meet by the time their program of study is completed. These performance based standards were first introduced in the initial EPC/EDN courses. The standards were used throughout the teacher candidates program of study to guide in the development of assignments and projects that demonstrated the candidates' level of competence. The sequential completion of assignments and projects also required that candidates write a reflection to explain what they learned and the connection between the standards and outcomes (i.e. assignment, project, lesson plans, unit plan, etc.). The summation of this product results in an electronic portfolio called e-Portfolio. The product shows that the candidates understand the standards and are capable of executing them.

2. edTPA

edTPA documents performance evidence for Standards III, IV, V, and VI; the standards addressing your knowledge of content, the ability to apply the knowledge and understandings acquired in formal course work and field experiences to help all students learn, and the ability to effectively reflect on practice. A full description is located in the edTPA Assessment Handbook for each program area.

edTPA is a sample of pre-professional practice. This sample consists of three Tasks and different forms of evidence:

Task	Evidence	Purpose
Planning	Context for Learning 3-5 Lesson Plans Instructional Materials Assessments Planning Commentary	Demonstrate the ability to gather information about students and use that information to plan for instruction.
Instruction	Video Clips Instruction Commentary	Demonstrate the ability to facilitate learning in a supportive environment.
Assessment	Analysis of Assessment Data Student Work Samples with Feedback Assessment Commentary	Demonstrate the ability to analyze and interpret assessment data to provide feedback and plan for next steps in instruction.

Each commentary will require you to use what you know about your students and what you learned in your coursework to justify instructional decisions.

UNC Pembroke will pay to have edTPA evaluated by Pearson official scorers. The teacher intern must earn a minimum score on edTPA or resubmit one or more task at their own expense. Please see www.edtpa.com for more information about the Pearson portfolio submission, scoring procedures, and retake guidelines.

SECTION 4

ASSESSMENT POLICIES AND PROCEDURES

Background

UNCP teacher candidates are continuously evaluated as they progress through the Teacher Education Program. To be eligible for enrollment in the internship semester, the teacher candidate must meet specific academic performance standards and program progression benchmarks (*see UNCP 2015-2016 Teacher Candidate Handbook*). The undergraduate internship constitutes a full semester of study with 9-12 hours of credit for which the intern receives a grade of *pass* or *fail*. The MAT internship constitutes a full semester of study with 3 hours of credit for which the intern receives a grade of *pass* or *fail*. The pass or fail grade is a composite indicator based on multiple measures of multiple performances from multiple points of view.

Undergraduate teacher candidates also attend a seminar for 3 hours of credits. For most programs, letter grades are assigned for the work completed in the seminar. Seminars meet face-to-face and address many topics related to the internship semester, including current challenges the interns are facing in the classroom, completing program requirements, and edTPA support. Canvas courses are generally used to track intern progress and performance in the seminar. The instructor of record for the seminar assigns the seminar grades.

A. Formative Assessment

As the culminating, synthesis component in the Teacher Education Program, the senior internship is the most challenging and intense learning experience in the teacher candidate's total preparation program. It is important for the Clinical Teachers and University Supervisors mentoring interns to keep in mind that the internship is focused on learning, not just on making judgments about performance. The feedback the intern receives should be realistic, focused on one or two specific areas for improvement at a time, and grounded in the concept of steady, incremental progress (unless that progress is not being demonstrated). From the beginning of the internship to the point of exit evaluation, the focus is on nurturing the intern's professional development over time. It is also important to remember that not all interns enter the internship semester with the same strengths, abilities, needs, or dispositions. The interns who are confident and experienced will be ready to assume major teaching responsibilities more readily than the intern who is less confident and inexperienced. For some interns, everything seems to come together very quickly; for most, things don't quite come together until the last one-third of the semester. In the end, it doesn't matter how fast or slow the journey progresses, it only matters that the intern arrives at the final destination.

1. **Clinical Teacher.** Continuous, ongoing feedback is provided to the intern in two ways: a) Clinical Teacher feedback, and b) University Supervisor feedback. The Clinical Teacher's feedback takes many forms. It can be in the form of a planning conference, a focused observation on a lesson, or a reflection conference. Planning conferences are frequently informal—conducted in dialogue, or through a collaborative journal, or even email. Periodically, more formal conferences are conducted; some Clinical Teachers prefer to audiotape or videotape these conferences. In all approaches to coaching the intern's ability to plan effective lessons and units of study, the key questions guiding the development of a cognitive map for planning should be addressed. The key questions for a planning conference are presented in the Appendices. The Clinical Teacher also provides feedback to the intern on the implementation of a lesson. The feedback is usually focused on a specific area or problem and shared with the intern in a reflection conference. A variety of observation instruments are available for use during focused lesson observations. The reflection conference is another important aspect of the intern's guided professional development. As with the planning conference, the reflection conference is frequently informal and periodically formal. The Clinical Teacher uses the key questions guiding the development of a cognitive map for reflection on teaching and learning during both informal and formal reflection dialogues. The key questions for a reflection conference are presented in the Appendices. In order to be an effective mentor for

an intern, the Clinical Teacher needs to initiate and maintain a trusting relationship with the intern so that he or she will feel safe to take risks and learn from mistakes without fear of reprisal or disapproval.

2. **University Supervisor.** The University Supervisor also provides formative feedback to the intern during planning conferences, lesson observations, and reflection conferences. The University Supervisor's perspective on the intern's growth is not the same as the Clinical Teacher's day-to-day perspective and, as such, is another valuable lens on the intern's professional development progress. The University Supervisor makes on-site observations at spaced intervals during the semester, observing intern growth through a wide-angle lens. The University Supervisor and the Clinical Teacher should always arrange time to share their unique perspectives with one another.
3. **Intern Self-Assessment.** Interns are adults who, as learners, require a sense of control over their own learning. Adult learners want to actively participate in the assessment of their own progress, appreciate the opportunity to self-correct before being corrected by an authority figure to avoid being corrected by an authority figure but who also need approval and encouragement like any other learner. Although all interns do not fit the characterization of an adult learner, all interns should make progress toward becoming more self-directed, self-monitoring, and self-correcting. If the intern, as learner, does not possess these characteristics, he or she is not likely to nurture the development of those characteristics in children and youth as learners. Thus, interns are expected to self-assess throughout the internship either because they need to self-assess or they need to learn to self-assess. Another reason self-assessment is stressed in the UNCP Teacher Education Program is that the program is based on the principles of constructivism. Learners make connections between prior experience and knowledge and new experience and knowledge; learners organize new experience and knowledge into meaningful constructs; learners are actively engaged in the learning process or no substantive learning occurs. The intern, as learner, needs to take ownership of his or her own learning by identifying problems, generating solutions to problems, and asking questions about things he or she does not understand. The only way the intern will acquire a cognitive map for planning, implementing, and reflecting on cycles of teaching and learning is by internalizing the ways of thinking and doing that characterize those cognitively, complex processes.
4. **Teacher Candidate Evaluation Rubric (Midpoint).** The Teacher Candidate Evaluation Rubric is used for the midpoint and final internship evaluations. "The [teacher candidate] rubric was developed to align with and reflect the North Carolina Professional Teaching Standards approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina Inservice Teacher Evaluation Rubric that is used to assess the professional performance of in-service teachers throughout the state. However, the Teacher Candidate Evaluation Rubric has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of the four levels of performance on the North Carolina Professional Teaching Standards.

Preservice teacher (candidate) performance is expected to be rated on each element within each Standard as characteristic of a practitioner at one of four levels: ***Emergent Candidate, Developing Candidate, Proficient Candidate or Accomplished Candidate***. These levels are cumulative across the rows of the rubric in that a Proficient Candidate teacher must exhibit the characteristics encompassed under the Emergent Candidate and Developing Candidate levels in addition to those described at the Proficient Candidate level. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the Proficient Candidate level on each element and on each standard" (NC State Board of Education, 2011).

The Teacher Candidate Evaluation Rubric is completed by the Clinical Teacher, the University Supervisor, and the intern. The University Supervisor distributes a hardcopy of the instrument to the clinical teacher and schedules a three-way conference. The intern is expected to download a copy of the instrument from TaskStream Teacher Candidate Evaluation Rubric. A dialogue based on this instrument can be a positive experience as the Clinical Teacher, the University Supervisor, and the intern pause to recognize and acknowledge areas of professional growth. It can also help identify which areas need to be the focus for future improvement. Clinical Teachers and University Supervisors are asked to use their best professional judgments to rate the intern based on evidence collected on the previously recorded Intern Observation Forms plus other evidence such as written lesson plans and input from observations made on a daily basis by the Clinical Teacher.

If no items are rated emerging and a collective consensus is reached by the Clinical Teacher and the University Supervisor, the University Supervisor then enters the evaluation into TaskStream.

In situations where a serious problem exists, the problem must be documented and the intern must be informed of the problem in time to self-correct, remediate, or intensify efforts to improve. The rating emerging is used to indicate a problem that the supervisors foresee may result in an unsatisfactory rating for the internship semester if not addressed immediately. If the intern receives the rating emerging on one or more categories, the Clinical Teacher and the University Supervisor develop an action plan specifying exactly what the intern is expected to do to resolve the problem. The action plan is signed by all three parties, copied to all three parties, and the original is attached to the Teacher Candidate Evaluation Rubric. The University Supervisor then forwards the Teacher Candidate Evaluation Rubric and attachments to the Director of University-School Programs and Clinical Practice.

In the event that an intern's midpoint assessment is satisfactory and at some point after midterm becomes unsatisfactory in any regard, the Clinical Teacher and University Supervisor is expected to, as soon as possible, inform the intern that a problem exists. The Clinical Teacher and University Supervisor formulate an action plan, review the plan with the intern, secure the intern's signature, and forward the signed action plan to the Director of University-School Programs and Clinical Practice.

Steps to Follow for the Midpoint and Final Clinical Teacher Conferences:

1. The University Supervisor must collaborate with the Clinical Teacher and the intern to arrange a date and time for the conference.
2. The University Supervisor sends a reminder as the date nears that the midpoint evaluation needs to be completed independently by both the Clinical Teacher and the intern.
3. The University Supervisor meets with Clinical Teacher and intern to come to a consensus on the ratings and to discuss strengths and areas for improvement. The form with agreed upon ratings is signed by all parties.
4. The University Supervisor and Clinical Teacher work with the intern to develop an Action Plan, if necessary (Midpoint Only).
5. The University Supervisor enters the final ratings and comments into Taskstream. The signature page is scanned and uploaded to Taskstream.
6. The signed, paper evaluation and Action Plan (as applicable) are submitted to the USPCP office.

The Teacher Candidate Evaluation Rubric can be located here: [Teacher Candidate Evaluation Rubric](#)

B. Summative Assessment Procedures and Internship Grading Policy

Near the end of the internship semester or placement, the University Supervisor distributes a copy of the ***Teacher Candidate Evaluation Rubric (Final)*** to the Clinical Teacher. The intern should download a copy of the instrument from TaskStream or other UNCP Teacher Education sites. **These instruments are completed by all three parties.** The University Supervisor arranges a 3-way exit conference to discuss the assessment instruments and the three perspectives on the intern's performance.

1. **Teacher Candidate Evaluation Rubric (Final).** This is the same instrument used at the midpoint to assess the intern's progress. The purpose of the ***Teacher Candidate Evaluation Rubric (Final)*** is to determine whether or not the intern has successfully met the North Carolina Professional Teaching Standards. The performance criteria on the ***Final*** are again categorized as ***Emergent Candidate, Developing Candidate, Proficient Candidate or Accomplished Candidate***. The intern must receive an indicator of either ***Proficient or Accomplished*** in each subcategory to receive a passing grade for the internship and be recommended for a North Carolina teaching license. Receiving a rating of ***Emergent or Developing*** in one or more subcategories requires an action plan and an extension of the internship for correcting or remediating the deficiency or failure of the internship. **If no items are rated *Emergent or Developing* and a collective consensus is reached by the Clinical Teacher and the University Supervisor, the University Supervisor then enters the evaluation into TaskStream.** Clinical Teachers and University Supervisors are asked to use their best professional judgment to rate the intern based on evidence collected on the previously recorded Intern Observation Forms plus other evidence such as written lesson plans and input from observations made on a daily basis by the Clinical Teacher.

2. **edTPA.** Successful completion of the edTPA assessment project is a requirement for all teacher education majors. Since the primary purpose of the edTPA is for the intern to demonstrate best teaching practices and affect positive learning gains for diverse learners, the edTPA is completed during the internship semester. The completion of edTPA will be incorporated into the intern's student teaching and/or seminar grade, as determined by the program coordinator. Please see your program coordinator for more information about their edTPA grading policy.
3. **EDA.** Dispositions are characteristics and behaviors that shape the ways teacher candidates interact with students, colleagues, and faculty and the ways they present themselves as educators. They shape the ways decisions are related to teaching and learning. The survey instrument used for this assessment, EDA, is designed to provide an opportunity for teacher candidates to reflect on dispositions and attitudes considered important to successful teaching. The instrument is intended to help teacher candidates identify areas for continuing professional growth and define steps they might take to promote that growth. Data from this self-assessment are also used by program coordinators/directors as they consider ways in which their programs can assist teacher candidates to develop and/or strengthen positive professional dispositions. The EDA is completed at least once during the internship semester by the Clinical Teacher and the University Supervisor. Any indicators receiving a rating of 0 (Needs Improvement) is expected to be included in the intern's action plan.
4. **Taskstream e-Portfolio.** The Taskstream e-Portfolio contains the proficient evidence required for licensure in North Carolina. Evidence for EE2 and EE6 is completed within teacher preparation coursework, while edTPA Tasks 1 and 3 may be used for EE 3 and EE5, respectively. All evidence must be evaluated as "Met" according to the Taskstream rubrics before a candidate may be recommended for licensure.

Completion of Professional Semester

At the end of the end of the internship, teacher interns must formally apply online to the North Carolina Department of Public Instruction for professional licensure. All requirements must be met to be recommended for licensure, including the *Teacher Candidate Evaluation Rubric (Final)*, complete with all signatures.

It is important to note that if the Clinical Teacher and/or designated LEA official, or other designated person fails to sign the North Carolina LEA Evaluation forms, the teacher intern will not be licensed.

Upon receipt of the application, the North Carolina Department of Public Instruction takes approximately six weeks to process and mail the letter with the license.

Program Evaluation of Professional Semester

In recognition of the importance of feedback in strengthening the internship component of the preparation of prospective teachers, opportunities are provided for the intern, the Clinical Teacher, and the University Supervisor to provide feedback on the internship experience.

Interns are asked to complete the *Student Intern's Evaluation of the Clinical Teacher* survey and the *Student Intern's Evaluation of University Supervisor* survey (see Appendices). This evaluation is conducted at the conclusion of each internship assignment. After the semester is over, the ratings are available for review by program coordinators and other University personnel and shared as appropriate with the respective school system.

Clinical Teachers are asked to complete the *Clinical Teacher Evaluation of University Supervisor* survey that calls for an assessment of the University Supervisor, the orientation session, and this handbook (see Appendices). The Office of University-School Partnerships distributes this survey to Clinical Teachers. The feedback obtained from the Clinical Teacher is shared as appropriate with University personnel.

University Supervisors are asked to complete the *University Supervisor Evaluation of Clinical Teacher* survey (see Appendices). The survey is distributed the Office of University-School Partnerships. The feedback obtained from the University Supervisor is shared as appropriate with University personnel.

Appendix

FREQUENTLY ASKED QUESTIONS

1. What format should be used for lesson plans?

The University of North Carolina at Pembroke does not prescribe a single lesson plan format. Rather, the format is left to the professional judgment of the Clinical Teacher and University Supervisor.

While a single format is not prescribed, it is expected that the lesson plan be more than an objective and page reference. At a minimum, the lesson plan should contain the standards, lesson objectives with measurable criteria, details of the instructional strategies/ activities to be used (including before, during, and after strategies), materials and resources to be used, IEP and 504 accommodations/modifications, academic language demands and supports, and methods of evaluation.

Interns are expected to submit their lesson plans to the Clinical Teacher and University Supervisor at least one week in advance.

2. What does the intern do on teacher workdays?

The intern is expected to be present for teacher workdays, even if the Clinical Teacher is not present. The intern should discuss tasks to be completed with the teacher in advance of the workday. See the [Absences, Substitutions, Workday, and Professional Attire](#) section for more information.

3. Can the intern be used as a substitute teacher?

No, under no circumstances can the intern be used as a substitute teacher. Although the intern may assume the majority of teaching and other duties, the Clinical Teacher must secure a substitute for all absences to ensure adequate supervision.

4. What about staff development activities, special meetings, and additional duties assumed by the Clinical Teacher?

The intern should be provided the opportunity to experience the entire range of activities and responsibilities of the Clinical Teacher, to the degree this is possible. These may include bus duty, lunch duty, faculty meetings, and staff development activities. The intern is not expected to participate in extra responsibilities for which the Clinical Teacher may receive additional compensation (e.g., coaching, after school programs).

5. When does the Clinical Teacher receive the honorarium?

After the end of the semester, The University of North Carolina at Pembroke forwards to each school system one check, which includes the honorarium for all clinical teachers in that system in the just concluded semester. The honorarium is then distributed according to the system's policies and procedures. Clinical Teachers should direct questions about the honorarium to the Office of University-School Partnerships and Clinical Practice.

6. Do interns follow the UNCP academic/semester calendar or the public school calendar where they are completing the internship?

The intern follows the public school schedule. It is the intern's responsibility to locate and follow the schedule.

7. How many weeks during the internship will the intern assume a full teaching load?

See formats for respective program areas beginning on page 7.

8. Are the internship seminars optional? No.

9. How will I know when I need to return to campus for professional development activities?

The USPCP office will provide you with a calendar outlining the important dates in the semester,

including professional development activities and due dates for edTPA and observations.

10. When can I expect to receive my license after completing the professional semester?

Once all requirements have been met, you will use the NCDPI online licensure system to apply for licensure. You will be able to access your license in 4-6 weeks.

11. How many on-site observations will the University Supervisor make during the internship?

Four, at a minimum. Your particular circumstances may dictate a need for additional observations.

12. Who do I call if I need to be out or I am sick and cannot go to school?

You should use their contact plan to contact the Clinical Teacher and University Supervisor. You are responsible for proving your Clinical Teacher with all sub plans and materials for all areas that you are teaching for each absence. An absentee form must be completed and turned into USPCP office according to the directions in this handbook in the [Absences, Substitutions, Workday, and Professional Attire](#) section.

13. How should I dress for my internship?

You should dress professionally for each day of the internship, including orientation sessions and Friday seminars. See the [Absences, Substitutions, Workday, and Professional Attire](#) section for more information.

14. What can I do if I'm unhappy with my placement?

First, try to determine why you are unhappy. Did you want a different school or grade level? Are you having difficulty getting along with your Clinical Teacher? Are the students more challenging than you had anticipated? Then, refer to your resources; review your training and education on professionalism, classroom management, teaching strategies, and dispositions. You should also discuss the situation with your University Supervisor. If you feel as though your situation will not contribute to your growth and development as a teacher, you may request a change in placement or a termination of your internship. See the [Removal from an Internship Placement](#) section for more information.

15. What happens if I do not complete edTPA during my internship semester?

The completion of edTPA counts as 40% of your seminar grade and Tasks 1 and 3 serves as evidence for EE2 and EE5, respectively, so not only will you likely not pass your seminar, you will also not be recommended for licensure. Furthermore, UNCP will pay for the first submission of your portfolio to Pearson for official scoring if it is completed during the internship. Any subsequent portfolio retakes or completions must be paid for by the candidate. Currently, the cost is \$300 to score a full portfolio and \$100 to score any 1 Task.

16. What about inclement weather?

If the schools are closed, you are not required to report. However, although you are expected to report for optional workdays, whether scheduled in the calendar or due to weather or other unforeseen reasons, you must use your professional judgment to determine whether it is safe for you to report. If it is determined that your life or property may be placed in danger by attempting to report to the school for an optional workday, you must use your contact plan and complete an Absentee Form. You will be required to make up any days missed unless the NC State Board of Education provides leniency in the 16-week internship requirement for long-term effects of natural disasters or other uncontrollable impacts to the ability of a large number of interns to report to schools.

The University of North Carolina at Pembroke
Teacher Education Program

Intern Absentee Form

This form must be returned to the Office of University-School Partnerships, School of Education and approved *PRIOR* to the absence. In the case of sudden illness or emergency, the form with all signatures (including the University Supervisor) must be submitted no later than two weeks after the absence. **Absences in excess of two days must be made up before credit is granted for the internship.**

Student Name	
Banner ID Number	
School/Agency Site	
Date/Time of Absence	
Date of Return	
Reason Documentation must be submitted with this form for <i>all</i> absences	<input type="checkbox"/> Interview with employing official (prior confirmation required) <input type="checkbox"/> Attendance in court <input type="checkbox"/> Professional meeting/conference <input type="checkbox"/> Serious immediate family illness/death <input type="checkbox"/> Scheduled medical/health appointment <input type="checkbox"/> Intern illness <input type="checkbox"/> Licensure testing <input type="checkbox"/> Other (Explain in remarks.)
Remarks	

Approved and Recorded by:

Title	Signature	Date
Clinical Teacher		
Principal		
University Supervisor		
Director, USPCP		
Teacher Intern		

**The University of North Carolina at Pembroke
Teacher Education Program**

Internship Action Plan

Intern:	Clinical Teacher:
LEA, School, and Licensure Area:	University Supervisor:

Attach any relevant documentation (observation records, disposition assessments, communication, etc.).
Failure of the intern to meet the stated goals of this plan may result in the extension or termination of the internship.

Areas of Concern (Must include the standards/indicators from the Teacher Candidate Evaluation Rubric and/or EDA)	Description of Concern	Plan for Remediation	Person(s) responsible	Timeline

The intern's progress towards the goals in this plan will be reviewed by: _____
 (date)

The signatures below indicate that the plan has been developed and reviewed according to TEP procedures and processes. The intern's signature on this form represents neither the acceptance nor approval of the plan.

Intern:	Date:
Clinical Teacher:	Date:
Principal:	Date:
University Supervisor:	Date:
Program Coordinator:	Date:
USPCP Director:	Date:

Educator Disposition Assessment

Name: _____ Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition Associated Indicators

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

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Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> □ Rejects constructive feedback as evidenced by no implementation of feedback □ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve □ Comes to class unplanned and without needed materials □ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> □ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions □ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement □ Comes to class with some plans and most needed materials □ Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> □ Accepts constructive feedback as evidenced by implementation of feedback as needed □ Learns and adjusts from experience and reflection as evidenced by improvements in performance □ Comes to class planned and with all needed materials □ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> □ Demonstrates inequitable embracement of all <i>diversities</i> □ Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students 	<ul style="list-style-type: none"> □ Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> □ Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> □ Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> □ Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

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Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> □ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus □ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others □ Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> □ Demonstrates some flexibility □ Maintains a respectful tone in most circumstances but is not consistent □ Shares teaching strategies as evidenced by some effort towards collaboration 	<ul style="list-style-type: none"> □ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus □ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others □ Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> □ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support □ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work 	<ul style="list-style-type: none"> □ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth □ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles 	<ul style="list-style-type: none"> □ Recognizes own weaknesses as evidenced by seeking solutions before asking for support □ Researches and implements most effective teaching styles as evidenced by citing works submitted

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9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> □ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues □ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily □ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness 	<ul style="list-style-type: none"> □ Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues □ Demonstrates perseverance and resilience (grit) most of the time □ Demonstrates sensitivity to feelings of others most of the time 	<ul style="list-style-type: none"> □ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues □ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations □ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

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AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS:

Guiding Questions for Planning and Reflection Conferences

Planning Conference (Pre-Observation Conference)

Guiding Questions

- What will students be learning?
- Why is this lesson important? How does it relate to long-range goals for learners? How does it relate to the SCOS?
- What do students already know about the lesson topic (prior knowledge and life experience)? How will you make connections between what they know and the new learning?
- What instructional strategies are you using?
- How will students be actively engaged in the learning process? Will the students be creating or modifying their own schemata?
- What aspects of the lesson require students to think critically--analyze, apply, synthesize, evaluate?
- Do you anticipate any problems or have any concerns about the lesson?
- Does the lesson need to be modified for special needs students? If so, how?
- How will you know if the students learned what you intended? What data will you collect?
- Why do you expect students to be interested in the learning experience you have designed for them?
- What materials will you need for this lesson? Do you have them organized? Have you thought about how and when the materials will be distributed?

Notes:

Reflection Conference (Post-Observation Conference)

Guiding Questions

- Overall, what were your impressions of the lesson?
- What specific evidence do you recall to support your impressions?
- Did all students learn what you planned for them to learn? How do you know? Discuss how you analyzed the assessment data you collected.
- Do some students need additional help before moving on to the next concept/skill? How will you address the needs of these students?
- What is the relationship between your decision(s) during the **planning phase** and the results (positive or negative) in the **implementation phase**?
- Do you need to adjust your long-range goals and plans for the learners?
- What did you learn from this experience that can be applied to future teaching events?

Notes:

Blueprint for Writing a Lesson Plan

The intern, the clinical teacher, and the program coordinator will jointly decide upon the lesson plan format to use for edTPA. The learning objectives/learning outcomes for each lesson are likely to influence the format that is chosen for that particular lesson plan. In general, the lesson plans for the learning segment is expected to include most, if not all, of the components provided in the blueprint for writing a lesson plan below.

Lesson Topic:

NC Standard Course of Study:

- Competency Goals from the Standard Course of Study (i.e. “*The learner will...*”)
- Objective(s) from the Standard Course of Study (include both the numbers and the words)

Learning Objective(s)/Learning Outcome(s) for this Lesson: What do ***you*** intend for the learners to know and be able to do as a result of the learning experience?

Prior Learning and/or Prerequisite Knowledge/Skills: How will you determine if the students possess the knowledge and/or skills necessary in order to be ready for today’s lesson?

Materials: List all materials/supplies/equipment to be used by the teacher and/or learners during the lesson.

Technology: Describe how technology will be used in the lesson to deliver instruction and to support student learning. List one or more advanced technology competencies met by the lesson.

Grouping for the Lesson: Define grouping arrangements (e.g., whole group, small group, individualized instruction, and physical arrangement of the classroom). If the students are working in small groups, define the size of the groups and the roles of group members. Also, clearly define the task and what the students will do with their “product of learning” at the end of the group session.

Differentiation of Instruction for Diverse Student Needs: Define the strategies for adapting and modifying the lesson to meet the needs of all students.

Lesson Implementation: Clearly describe in sufficient detail the activities the class will engage in during the lesson so that another teacher can teach from the plan. The lesson is expected to flow smoothly, so transitions between activities is expected to be well planned. Think about these two guiding questions both *before* and *throughout* the lesson:

- When and how will the materials, supplies, and/or equipment be used?
- How will you assess student learning *during* instruction?
 - **Beginning:** The opening of the lesson is expected to ready the students for instruction.
 - How will you capture the learners’ attention and motivate them to be actively

engaged in learning?

BLUEPRINT FOR WRITING A LESSON PLAN *(continued)*

- How will you activate learners' existing background knowledge?
- Do you need to introduce new terminology?
- **Middle:** In this section, describe in sufficient detail the instruction and learning activities that will occur during the lesson.
 - What are some possible questions that you might ask (e.g. discussion starters, checking for understanding)?
 - What content do you plan to share with the students? A detailed outline of the content is expected to be included in the plan. A statement such as *"share with the students information about the oceans"* is not sufficient.
 - What procedures will be followed for moving through the lesson (e.g. sequences of activities, the directions you will provide for students)?
 - How will you monitor and assess student learning during the lesson?
 - What opportunities will you provide for students to develop and use academic language?
 - What supports have you provide for students to develop and use academic language?
- **End:** A lesson is expected to be closed with a summary/review of the major knowledge/skills/concepts addressed in the lesson.
 - How will you tie together the lesson and bring the lesson to a close?
 - What kinds of follow-up activities and/or tasks will be used to reinforce, apply, and extend students' knowledge/skills/concepts?

Evaluation: Specify the methods and criteria you will use to determine if the students are learning and achieving the instructional objectives for this lesson.

- What types of student work samples will you use to assess learning (e.g. written assignments, projects, presentations, products of learning)?
- If you use informal assessments, such as observations or oral responses to questions, how will you document what is to be observed or how will you track student responses to questions?
- What criteria will you use for evaluating the quality of student work (e.g. rubrics, checklists, anecdotal records)? How will you provide feedback to students about their learning?

Reflection:

- Did the lesson go as you had planned?
- Did all of the students accomplish the learning objectives for the lesson? What did you see students doing or hear them saying to show you that they were learning/successful (or not learning/not successful)?
- What was it about your teaching strategy that produced the outcomes?
- What did you learn from teaching this lesson that will help you as you teach tomorrow's lesson and other lessons in the future?

Sample Lesson Plan Format 1

Overview:

Identify what the activities intend to do, in what time frame, and at what grade level. Identify the science process skills developed and the science concepts addressed by the activity.

Purpose: (Objective)

Write out instructional objectives using terms relating to science process skills and concepts. For example: The student will be able to observe and describe various insect orders.

Materials:

Identify various materials needed for the activity-- either for group participation or individual participation.

Getting Ready: (Background Information)

Provide information necessary for the instructor to carry out the activity. It may be necessary to provide some content information here or to indicate where to find certain materials for the activity.

Motivate: (Engage)

Include something to capture student interest and motivate them for learning. This may be in the form of a question, showing them an insect, or doing a demonstration. Be creative but make sure it connects to the overall lesson objective.

Activity: (Explore)

Provide details for the activity that is planned. Indicate how the activity is expected to be done and what questions may need to be asked. Keep in mind to use cooperative learning, methods of inquiry, and to integrate as much as possible in the activities.

Safety Tips:

Include any words of caution that is expected to be considered while completing the activity.

Concept Discovery: (Explanation)

Provide information here that helps explain aspects of the activity after students have been provided opportunities to explore and inquire. It may be necessary to provide content information or expected results or conclusions.

Going Further: (Elaboration)

Provide information here that helps explain aspects of the activity after students have been provided opportunities to explore and inquire. It may be necessary to provide science content information or expected results or conclusions.

Closure:

Bring the lesson to a close. You may want to summarize activities or ask students to respond to questions to check for student understanding of the basic concepts addressed by the activity.

Assessment: (Evaluation)

Explain how you plan to assess students, and include any materials or handouts that are needed. Students may perform an experiment or complete a performance task. Also, include the scoring rubric you would use for evaluation purposes.

Connections: (Integration with Other Content Areas)

Include how the activity can be connected to other disciplines, such as mathematics, language arts, social studies, or science. Also discuss how to adapt the activity to other age groups so that content and instructional strategies are developmentally appropriate.

Sample Lesson Plan Format 2

Lesson Title:

Grade Level:

Goal(s): What **you** want to do...

Learning Objective(s): What the **students** will learn and do... Content and Process Skills (avoid terms "learn" and "understand")

Content Standards: Number, statement, and indicator.

Materials/Resources: Include quantities. List websites as hyperlinks

Procedure for Teaching: Step-by-step plan that others could follow

Student Product: Journal entry, worksheet, artifact (include a copy).

Assessment: Written or oral (include a copy).

How will you show that your objectives were met; that learning took place?

Reflection:

- How well did your *plan* help meet your goals and objectives?
- In retrospect, what else might you have done?
- Include student comments, questions, interest, and engagement.
- How did this assignment promote and student learning? How could it be modified?
- Write personal thoughts, feelings, observations, and ideas about the lesson that will inform others who may want to use your lesson plan.

edTPA Lesson Plan Template 1 (4 Page Limit)

(This template may be modified as needed to fit district or school lesson plan formats.)

Grade Level:

Subject / Content area:

Unit of Study:

Lesson Title:

Central Focus for the Learning Segment:
Content Standard(s): Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)
Learning Objectives associated with the content standards:
Instructional Resources and Materials to engage students in learning:
Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and your students will be doing.):
Differentiation and planned universal supports:
Language Function students will develop. Additional language demands and language supports:
Type of Student Assessments and what is being assessed: <ul style="list-style-type: none">• Informal Assessment:• Formal Assessment:• Modifications to the Assessments:
Evaluation Criteria:
Relevant theories and/or research best practices:
Lesson Timeline:

edTPA Direct Lesson Plan Template (UNCC)

Subject: Grade Level:	Central Focus: is expected to be broad enough to cover the 3-5 days of lessons MDSK, ARTS – Tip: include Topic, Action Verb Function, and Instructional Focus ELED – Tip: include Essential Literacy Strategy and Related Skills	
Essential Standard/Common Core Standard:	Date Submitted: Date Taught:	
Daily Lesson Objective: Tip: this is not the same as CF above; this is what you are teaching TODAY. This will drive this lesson; be sure it is addressed throughout the plan, is assessed, and is included in the Closure.		
21 st Century Skills:	Academic Language Demand(s) Tip: Only include language demands for THIS lesson. <ul style="list-style-type: none"> Language Function: (Tip: choose one action verb, multiple action verbs are allowed in plan BUT only one here) Tip: for the three bullets below consider your strategies for teaching these concepts also. Content/Academic Vocab: Discourse possibilities: Syntax possibilities: 	
Prior Knowledge: MDSK, ARTS –Tip: You can use content knowledge and skills here; examples: annotating, graphing, interpreting data, comparing/contrasting ELED –Tip: Use your Essential Literacy Strategies and Related Skills		

Activity	Description of Activities and Setting	Time
1. Focus and Review		
2. Statement of Objective for Student Tip: "The student will be able to ..." Rephrase the daily objective in "student language" if needed. This may just be repeated from above.		
3. Teacher Input		
4. Guided Practice		
5. Independent Practice		

Reflection on lesson:

Clinical Teacher signature: _____ Date: _____

University Supervisors signature: _____ Date: _____

edTPA Indirect Instruction / Discovery Learning Lesson Plan Template (UNCC)

Subject:	Central Focus: is expected to be broad enough to cover the 3-5 days of lessons	
Grade Level:	MDSK, ARTS – Tip: include Topic, Action Verb Function, and Instructional Focus ELED – Tip: include Essential Literacy Strategy and Related Skills	
Essential Standards/Common Core Standards (2):		Date submitted: Date taught:
Daily Lesson Objective (1): Tip: this is not the same as CF above; this is what you are teaching TODAY. This will drive this lesson; be sure it is addressed throughout the plan, is assessed, and is included in the Closure.		
21 st Century Skills (1):	Academic Language Demand (if Handbook applicable) Tip: Only include language demands for THIS lesson. <ul style="list-style-type: none"> • Language Function: (Tip: choose one action verb, multiple action verbs are allowed in plan BUT only one here) • Tip: for the three bullets below consider your strategies for teaching these concepts also. • Content/Academic Vocab: • Discourse possibilities: • Syntax possibilities: 	
Prerequisite knowledge and skills needed (1): MDSK, ARTS –Tip: You can use content knowledge and skills here; examples: annotating, graphing, interpreting data, comparing/contrasting ELED –Tip: Use your Essential Literacy Strategies and Related Skills	Global Awareness (1):	

Activity	Description of Activities and Setting		Time
1. Engage (3)			
2. Explore (3)			
3. Explain (3) Tip: "The student will be able to ..." Rephrase the daily objective in "student language" if needed. This may be repeated from above.			
4. Elaborate/Extend (3)			
5. Evaluate (Assessment methods) (3) Tip: Identify methods as formal and/or informal Tip: Try to have at least one formal assessment per LP to collect data on student understanding Tip: Always connect your assessments to either the Daily Objective, Central Focus; and/or Language Function(s). Remember you must assess the Language Function(s) somewhere in your 3-5 lessons.			
Student(s) & Modifications/ Accommodations (2): 1. 2. 3.	Student/Small Group:	Student/Small Group:	
	Differentiation:	Differentiation:	
Materials/Technology (1):			
Reflection on lesson:			

Clinical Teacher signature: _____

Date: _____

University Supervisor signature: _____

Date: _____

edTPA Rubric Titles

	Early Childhood	Physical Education	Special Education	All Others (General Topics)
Rubric 1	Planning for the Whole Child	Planning for Developing Competencies in Physical Education	Planning for Alignment and Development of Knowledge and Skills	Planning for Understanding
Rubric 2	Planning to Support Varied Learning Needs	Planning to Support Varied Student Learning Needs	Planning Challenge and Support for the Focus Learner	Planning to Support Varied Student Learning Needs
Rubric 3	Using Knowledge of Children to Inform Teaching and Learning	Using Knowledge of Students to Inform Teaching and Learning	Justification of Instruction and Support	Using Knowledge of Students to Inform Teaching and Learning
Rubric 4	Identifying and Supporting Language Development	Identifying and Supporting Language Demands	Supporting the Focus Learner's Use of Expressive/Receptive Communication	Identifying and Supporting Language Demands
Rubric 5	Planning Assessments to Monitor and Support Children's Learning	Planning Assessments to Monitor and Support Student Learning	Planning Assessments to Monitor and Support Student Learning	Planning Assessments to Monitor and Support Student Learning
Rubric 6	Learning Environment	Learning Environment	Learning Environment	Learning Environment
Rubric 7	Engaging Children in Learning	Engaging Students in Learning	Engaging the Focus Learner	Engaging Students in Learning
Rubric 8	Deepening Children's Learning	Strengthening Student Competencies	Deepening Student Learning	Deepening Student Learning
Rubric 9	Subject-Specific Pedagogy	Subject-Specific Pedagogy	Supporting Teaching and Learning	Subject-Specific Pedagogy
Rubric 10	Analyzing Teaching Effectiveness	Analyzing Teaching Effectiveness	Analyzing Teaching Effectiveness	Analyzing Teaching Effectiveness
Rubric 11	Analysis of Children's Learning	Analysis of Student Learning	Analyzing the Focus Learner's Performance	Analysis of Student Learning
Rubric 12	Providing Feedback to Guide Learning	Providing Feedback to Guide Learning	Using Feedback to Guide Further Learning	Providing Feedback to Guide Further Learning
Rubric 13	Children's Understanding and Use of Feedback	Student Understanding and Use of Feedback	Learner Understanding and Use of Feedback	Student Understanding and Use of Feedback
Rubric 14	Analyzing Children's Language Development	Analyzing Students' Language Use and Physical Education Learning	Explaining the Focus Learner's Use of Communication	Analyzing Students' Language Use (and Content)
Rubric 15	Using Assessment to Inform Instruction	Using Assessment to Inform Instruction	Using Assessment to Inform Instruction	Using Assessment to Inform Instruction

edTPA Rubric Constructs

edTPA General Rubric Constructs

Rubric	Emerging-Level 1	Emerging Level 2	Proficient-Level 3	Advanced-Level 4	Advanced-Level 5
1. Plan for conceptual understanding	Focused solely on facts; no connections to concepts; significant inaccuracies; standards not aligned	Vague connections to concepts	Plans build on each other; clear connections to concepts	Plans support clear and consistent connections to concepts	Plans lead students to make clear and consistent connections
2. Plan to support varied learning needs	No evidence of planned supports	Loosely tied to learning objectives	Tied to learning objectives to meet whole class needs	Supports address specific individuals or groups	Supports include specific strategies
3. Use knowledge of students to inform teaching and learning	Missing or deficit view of students and backgrounds	Limited attention to students' prior knowledge or personal/cultural assets	Appropriate connection to prior knowledge or personal/cultural assets	Appropriate connection to prior knowledge and personal/cultural assets	Actions supported by principles from research
4. Identify/support language demands	Inconsistent vocabulary/no connection to objectives	One language demand used (discourse, vocabulary, etc.)	General language supports two or more (vocab, discourse)	Language supports vocab, language function, and discourse	Meets students' different levels of language learning
5. Plan assessments to monitor and support students learning	Only provide evidence of factual learning	Limited evidence to monitor student understanding	Evidence to monitor student understanding	Multiple evidences to monitor student understanding/progress	Strategic assessments to address individuals or groups
6. Demonstrate respectful learning environment	Disrespectful interactions between teacher and students or between students (or allows for)	Demonstrates respect for students; environment controls student behavior	Demonstrates rapport with and respect for students; positive, low-risk; mutual respect	Challenging environment promotes mutual respect	Varied perspectives expressed and promotes mutual respect
7. Actively engage students in learning	Student tasks vague or superficial to central focus	Students participate but little attention to understanding	Students engaged in tasks that address understanding	Students engaged in learning that develop understanding	Students engaged in learning that deepen/extend understanding
8. Elicit responses to promote thinking	Teacher does most of talking; content inaccuracies	Surface-level questions; evaluates correct/incorrect	Elicits students responses related to understanding	Elicits and builds upon student responses	Facilitates interactions among students
9. Subject-specific pedagogy to develop students understanding	Focused on facts or leads to misunderstandings	Vague or superficial examples	Demonstrates to help students understand	Provides for students to deepen understanding	Facilitates interactions among students
10. Use evidence to evaluate and change teaching practice	Suggests changes unrelated to student learning	Suggests changes superficial to student learning	Addresses students' collective learning needs	Addresses individual and collective learning needs	Justifies changes based on research
11. Analyze evidence of student learning	Learning objectives not aligned with evaluation	Focuses on right or wrong	Analyzes some differences in whole class	Patterns of learning demonstrated in examples	Connects quantitative and qualitative patterns of learning
12. Provide student feedback to guide learning	Feedback unrelated to learning objective; inaccurate/missing	General feedback	Specific feedback related to learning objectives (needs or strengths)	Specific feedback related to learning objectives (needs and strengths)	Strategies to address individual learning need or connect to prior learning
13. Support students' understanding of feedback to guide further learning	Limited or no feedback to inform student learning	Vague use of feedback	Students use feedback related to learning objectives	Students understand and use feedback on strengths and weaknesses	Students use feedback on strengths and weaknesses
14. Analyze students language to develop content understanding	Superficial or unrelated use of language	Students use only one language demand	Students use one or more language demands	Students use multiple language demands	Students' varied learning needs addressed
15. Use assessment to inform next steps for instruction	Not relevant or do not follow analysis of assessment data	Superficial focus on change in teaching practices	General support to improve student learning	Targeted support to improve individual/groups	Targeted support and grounded in research

UNCP Teacher Education Program
Intern Observation Form

Click on the link to access the Intern Observation Form:

[Intern Observation Form](#) (Google Doc)

It can also be found at <https://tinyurl.com/yypy5ps4> and on the UNCP USPCP Google Site for University Supervisors.

NC Digital Learning Competencies

About the NC Digital Learning Competencies for Classroom Teachers

The teaching and learning process is a complex balance of content knowledge, pedagogical strategies, and technological resources. The following Digital Competencies, informed by International Society for Technology in Education (ISTE), International Association for K-12 Online Learning (iNACOL), and the NC Professional Teaching Standards, are to be viewed within the context of the current North Carolina Professional Teaching Standards as extensions in relationship with the ways that digital technologies impact and affect schools.

Teachers and administrators should use these competencies to improve their practice and drive student learning within their classrooms. The following four Focus Areas have been loosely aligned to the Professional Teaching Standards with a subset of competencies that help to explain and ‘unpack’ the Focus Area.

Leadership in Digital Learning

Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.

Engage in virtual and face-to-face learning communities to expand mastery of technological applications for professional growth and student learning.

Take initiative with own professional growth to inform practice.

Demonstrate leadership for technology innovation beyond my own classroom.

Engage in peer collaborative problem solving through continuous planning, designing, testing, evaluation, and recalibration of teaching methods using appropriate digital technology.

Promote open, lifelong learning as an iterative process of success, failure, grit, and perseverance.

Digital Citizenship

Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.

Demonstrate understanding of intellectual property rights by abiding by copyright law, intellectual property, and fair use guidelines.

Teach and require the use of copyright law and fair use in student work and creation.

Engage in responsible and professional digital social interaction.

Integrate digital citizenship curriculum into student learning.

Demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.

Ensure full, equitable access and participation of all learners through high-quality technology tools and resources.

Digital Content and Instruction

Teachers will know and use appropriate digital tools and resources for instruction.

Design technology-enriched learning experiences that encourage all students to pursue their individual interests, preferences, and differences.

Lead all students in becoming active participants in setting educational goals, managing learning, and assessing their progress through digital tools.

Identify, evaluate, and utilize appropriate digital tools and resources to challenge students to create, think critically, solve problems, establish reliability, communicate their ideas, collaborate effectively.

Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.

Evaluate and appropriately modify the form and function of the physical learning environment to create a conducive digital learning environment.

Data and Assessment

Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment.

Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process.

Use performance data and digital tools to empower student metacognition for self-assessment & self-monitoring their own learning progress.

Utilize multiple and varied forms of assessment including examples of student work products.

Utilize technology and digital tools to synthesize and apply qualitative and quantitative data to:

- Create individual learner profiles of strengths, weaknesses, interests, skills, gaps, preferences.
- Inform, personalize, and calibrate individual learning experiences.
- Identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile.
- Reflect and improve upon instructional practice.

Teacher Candidate Evaluation Rubric

Click on the link to access the full Teacher Candidate Evaluation Rubric:

[Teacher Candidate Evaluation Rubric](#)

It can also be found at <https://tinyurl.com/y5r6vfqb> and on the UNCP USPCP Google Site for University Supervisors.

**The University of North Carolina at Pembroke
Teacher Education Program**

Change/Extension of Internship Placement Request

Semester:

Intern:	Clinical Teacher:
LEA, School, and Licensure Area::	University Supervisor:

Request	<input type="checkbox"/> Change of Placement <input type="checkbox"/> Extension of Internship
Requested by	<input type="checkbox"/> Intern <input type="checkbox"/> University Supervisor <input type="checkbox"/> Program Coordinator
Reason	<input type="checkbox"/> Irreconcilable Differences <input type="checkbox"/> Personal Reasons <input type="checkbox"/> Meet Action Plan Goals <input type="checkbox"/> Other:
Remarks (Required)	

- ☐ Change/Extension Approved
☐ Change/Extension Denied
 Reason(s):

The decision has been reviewed and is consistent with the regulations of the Teacher Education Committee.

Signature	Date
Intern:	
University Supervisor:	
Program Coordinator:	
Director of USPCP:	
Dean, School of Education:	

**The University of North Carolina at Pembroke
Teacher Education Program**

Termination of Internship Request

Semester:

Intern:	Clinical Teacher:
LEA, School, and Licensure Area::	University Supervisor:

Request	<input type="checkbox"/> Voluntary Withdrawal <input type="checkbox"/> Failure of Internship <input type="checkbox"/> Involuntary Withdrawal <input type="checkbox"/> Extension of Placement
Requested by	<input type="checkbox"/> Intern <input type="checkbox"/> University Supervisor <input type="checkbox"/> Professor of Record <input type="checkbox"/> Program Coordinator
Reason	<input type="checkbox"/> Irreconcilable Differences <input type="checkbox"/> Personal Reasons <input type="checkbox"/> Unprofessional Conduct <input type="checkbox"/> Unsatisfactory Performance <input type="checkbox"/> Excessive Absences <input type="checkbox"/> Other
Remarks	

☐ Request Approved

☐ Request Denied

Reason(s):

The decision has been reviewed and is consistent with the regulations of the Teacher Education Committee.

Signature	Date
Intern:	
University Supervisor:	
Professor of Record:	
Program Coordinator:	
Director of USPCP:	
Dean, School of Education:	

**The University of North Carolina at Pembroke
Teacher Education Program**

Student Intern's Evaluation of the Clinical Teacher

(Survey will be completed in Qualtrics)

Specific Supervisory Task	Please rate each of the following statements on a scale of (1) poor to (5) outstanding				
	Poor	Fair	Good	Excellent	Outstanding
1. My clinical teacher treated me fairly and objectively.	1	2	3	4	5
2. My clinical teacher clearly communicated expectations to me.	1	2	3	4	5
3. My clinical teacher planned for initial needs by providing work spaces, textbooks, course outlines, school policies/schedules, and general information and orientation to the total school environment.	1	2	3	4	5
4. My clinical teacher served as an effective role model by demonstrating effective teaching methods and techniques.	1	2	3	4	5
5. My clinical teacher planned for my transition to full time teaching to occur efficiently and effectively for both me and student learners.	1	2	3	4	5
6. My clinical teacher was available for assisting in planning instruction and reviewed lessons before delivery.	1	2	3	4	5
7. My clinical teacher provided continual, on-going feedback of my performance, including suggestions for alternative strategies, modeling appropriate practice, and providing resources to improve my teaching.	1	2	3	4	5
8. My clinical teacher encouraged participation in extracurricular activities and professional meetings.	1	2	3	4	5
9. My clinical teacher provided support and assistance in my management of the classroom.	1	2	3	4	5
10. My clinical teacher accepted and included me as a professional team member in most aspects relating to curriculum and the progress of student learners.	1	2	3	4	5
11. Additional Comments:					

The University of North Carolina at Pembroke
Teacher Education Program
Student Intern's Evaluation of the University Supervisor

(Survey will be completed in Qualtrics)

Specific Supervisory Task		Please rate each of the following statements on a scale of (1) poor to (5) outstanding				
		Poor	Fair	Good	Excellent	Outstanding
1.	My University Supervisor clearly explained his/her expectations of me on his/her first visit.	1	2	3	4	5
2.	My University Supervisor treated me fairly and objectively.	1	2	3	4	5
3.	My University Supervisor understood the characteristics of my on-site environment and responded appropriately, providing feedback and suggestions.	1	2	3	4	5
4.	My University Supervisor visited the classroom a minimum of four times throughout the semester. (MAT students a minimum of four times.)	1	2	3	4	5
5.	My University Supervisor spent extended periods of time observing teacher intern.	1	2	3	4	5
6.	My University Supervisor was available for consultation.	1	2	3	4	5
7.	My University Supervisor maintained written records of <u>all</u> evaluation observations and provided copies of the records to me in a timely manner.	1	2	3	4	5
8.	My University Supervisor served as a positive liaison between the university and the clinical teacher.	1	2	3	4	5
9.	Additional Comments:					

The University of North Carolina at Pembroke

Teacher Education Program

Clinical Teacher Evaluation of the University Supervisor

(Survey will be completed in Qualtrics)

Specific Supervisory Task

Please rate each of the following statements on a scale of (1) poor to (5) outstanding

	Poor	Fair	Good	Excellent	Outstanding
1. My Local Education Agency shared internship correspondence with me in a timely fashion.	1	2	3	4	5
2. The clinical teacher's orientation session was helpful. Did Not Attend	1	2	3	4	5
3. The Internship Handbook was helpful.	1	2	3	4	5
4. The university's expectations of me were clearly communicated.	1	2	3	4	5

University Supervisor:

5. The University Supervisor visited the classroom a minimum of four times throughout the semester. (MAT students a minimum of four times.)	1	2	3	4	5
6. The University Supervisor spent extended periods of time observing the teacher intern.	1	2	3	4	5
7. The University Supervisor conferred with the clinical teacher and teacher intern to provide assistance/support to improve teaching practices.	1	2	3	4	5
8. The University Supervisor established rapport with the clinical teacher that focused on shared responsibility for progress and improvement of the teacher intern.	1	2	3	4	5
9. The University Supervisor's visits were appropriately spaced throughout the internship experience.	1	2	3	4	5
10. The University Supervisor held periodic conferences to discuss progress.	1	2	3	4	5
11. Additional Comments:					

The University of North Carolina at Pembroke
Teacher Education Program
University Supervisor Evaluation of the Clinical Teacher

(Survey will be completed in Qualtrics)

Specific Supervisory Task	Please rate each of the following statements on a scale of (1) poor to (5) outstanding				
	Poor	Fair	Good	Excellent	Outstanding
1. The clinical teacher demonstrated/evidence competence with subject matter.	1	2	3	4	5
2. The clinical teacher had realistic expectations of the intern.	1	2	3	4	5
3. The clinical teacher provided appropriate support to the intern.	1	2	3	4	5
4. The clinical teacher established a rapport with University Supervisor that focused on shared responsibility for progress and improvement of the teacher intern.	1	2	3	4	5
5. The clinical teacher was knowledgeable about effective instructional methods and evaluated the teacher intern based on best practices.	1	2	3	4	5
6. The clinical teacher provided appropriate feedback to teacher intern.	1	2	3	4	5
7. As appropriate, the clinical teacher allowed the teacher intern flexibility to develop his/her own teaching style.	1	2	3	4	5
8. The clinical teacher was available to conference with me.	1	2	3	4	5
9. The clinical teacher completed evaluations at appropriate time.	1	2	3	4	5
10. I would recommend this clinical teacher for future placements.	1	2	3	4	5
11. Additional Comments:					

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
RELEASE FORM
FOR THE UNC PEMBROKE TEACHER EDUCATION PROGRAM**

Name of Student:

Banner ID:

Date of Birth:

I, the undersigned hereby authorize The University of North Carolina at Pembroke to release any of my education records and information from my education records to the personnel administrator or designee of any public school and/or Local Education Agency with which UNCP is trying to place me for any field experience, including internship, related to my program of study at UNCP and to the North Carolina State Department of Public Instruction for the purpose of evaluation of my candidacy for teacher licensure:

Such records may include, but are not limited to, the following:

- Name
- Permanent and Current Address
- Phone Number
- Arrest/Conviction Information
- GPA
- Program Status
- Early Field Experience Placements
- Internship Location
- Internship Assessment Results
- edTPA Portfolio and Scores
- ePortfolio
- Graduate Candidate Portfolio
- Standardized Test Results Required for Licensure
- Licensure Effective Date

I understand further that (1) I have the right not to consent to release of my education records; (2) I have the right to receive a copy of such records upon request; (3) this consent shall remain in effect until my written revocation is delivered to the Office of University-School Partnerships; and (4) that any such revocation shall not affect disclosure made by The University of North Carolina at Pembroke prior to the receipt of any such written revocation.

Student's Signature

Date

This information is released subject to the confidentiality provisions of appropriate state and federal laws and regulations which prohibit any further disclosure of this information without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations.

Code of Ethics for North Carolina Educators

Updated by the North Carolina State Board of Education, 02/06

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains a professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. To uphold these commitments, the educator will adhere to the following three commitments:

I. Commitment to the Student

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the school district, and according to the law.

III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment

- and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the *Code of Ethics for North Carolina Educators* and promotes understanding of the principles of professional ethics.
 - C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.